**Unit Plan**

**Erika Barash and Michael Smith**

**EDUN-321-B**

I. Subject Area: Social Studies Grade level: 5th Grade

Unit Title: *The Land and Early People* (Geography)

II. Estimated Time: The unit will accumulate over the course of two weeks; lessons will occur on this topic of Geography and its people on a daily bases. Each lesson will be about one hour.

III. Student Population: 25 students, 3 ADHD, 5 ADD, 10 Caucasian, 7 African American, 5 Hispanic, 3 Asian.

Stage 1 – Desired Results

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| **IV. Standards:** *Identify the national, state, or district standards for this lesson*   * **7.1.5. A:** Describe how common geographic tools are used to organize and interpret information about people, places, and environment. * **7.1.5. B:** Describe and locate places and regions as defined by physical and human features. * **7.2.5. A:** Describe the characteristics of places and regions. * **7.2.5. B:** Identify the basic physical processes that affect the physical characteristics of places and regions.      1. **Understanding(s):**     1. *Identify the “big idea(s)” of the unit and*  * Throughout this unit, students will learn lessons regarding *Our Country’s Geography* and *The Earliest Americans*. * Lessons in chapter one included are Land and Natural Regions, Map and Global Skills, Bodies of Water, The Climate and Vegetation Regions with where people live and work. * Lessons in chapter two included are The First Americans while incorporating reading timelines, Ancient Indians, The Northwest Coast and the Arctic and The Easter Woodlands.   *2.) Identify specific understandings about the “big idea(s)”*   * Students should be able to describe the characteristics of places and regions in the United States. (If necessary the world can be discussed/studied). Also students should know the different processes that can affect the physical characteristics of places and regions throughout the United States. Discuss the world if necessary. * Students will be able to read a map and understand where certain parts of the map belong. Students will be able to understand how to define certain terms that belong to a map. * Students will be able to place bodies of water onto a map and will be able to define certain terms relating to bodies of water. * How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.   **VI. Essential Question(s):**  *What questions will foster inquiry, understanding, and transfer of learning?*   * What is the purpose of learning about the land you live on and our natural regions? * How is reading a map important for future life skills and everyday life? * What is the importance of knowing the many bodies of water and understanding where they are located? How do bodies of water impact travel? * How are our lives affected by climate changes and what is the importance of vegetation regions? What is the importance of knowing where people live and work? * How is latitude and longitude important to everyday life and future skills as well? * What are the differences between the first Americans and Americans now, how can we learn from their experiences and ways of living? * How will timelines help us get a better understanding of the change from the first Americans to Americans now? * How did the Ancient Indians impact the way we live now and how can we relate to how they lived back then? * How did the Northwest Coast Indians differ from Arctic Indians and how does climate impact their different ways of living? * What is the importance of the Iroquois League and the Five Nations and how can current nations learn from them?   **VII. Attitude(s) and Value(s):**  *What positive attitudes and democratic values will students develop?*   * Students will have a better understanding of different people living in different places rather than what they are used to. Example: Different climates and how people adapt to their climate by where they live. * Students will be able to understand who the First Americans were and see how they lived by portraying a timeline, they will also have sympathy for the Ancient Indians and how they lived and managed to survive during different times than the students are comfortable with living in today.   **VIII. Skill(s):**  *1.) What skills related to acquiring, organizing and using information will students*  *develop?*   * Acquire map skills, how to read certain maps and latitude and longitude. * Determining where Bodies of Water are in our country and where they are in our world, such as oceans. * Understanding different climates throughout the country and how they differ. * Acquire the understanding of where people live and work and relate it to learning about vegetation regions and climate. * Expand skills on Time Lines. * Construct differences using Venn Diagrams. * Broaden reading skills through worksheets relating to the lesson and expand on students’ vocabulary by learning terms.   *2.) What technological skills will students develop?*   * How to use a Smart Board. * Internet research. * Skills using Web Quests.   *3.) What interpersonal skills will students develop?*   * Decision Making * Cooperation & Collaboration * Problem-solving * Understanding how people live now compared to how people lived in ancient times. |

Stage 2 – Assessment Evidence

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| IX. Performance Task(s):  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*   * Students will perform tasks of what they have learned through worksheets they will have completed during the unit through their workbook that was provided with their textbook. Students will also show performance through web quests and online activities as well. Students will also create Venn diagrams and KWL charts during class/lessons. | Other Evidence:  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  *How will students reflect upon and self-assess their learning?*   * Throughout this unit students will be given tests at the end of each chapter of what they have learned, after chapter one there will be a test and after chapter two there will be another test, students will also show achievement of the desired results by homework and in class assignments as well. |

Stage 3 – Learning Plan

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| X. Learning Activities (6-8 lessons)  The unit consists of two lesson plans for each member of the group, four in total. They are complete lesson plans, following the Holy Family Lesson Plan Format.   * **Lesson #1: Title:** *The Land and Natural Regions* ***(Complete Lesson Plan)*** * **Lesson #2: Title:** *Map and Globe Skills: How to Read a Map* ***(Complete Lesson Plan)*** * **Lesson #3: Title:** *Bodies of Water* ***(Complete Lesson Plan)*** * **Lesson #4: Title:** *Latitude and Longitude* ***(Complete Lesson Plan)*** * *The Climate and Vegetation Regions/Where People Live and Work* ***(PowerPoint)*** * **Lesson #5: Title:** *The First Americans*   **Time Estimation: 1 Hour (Extra Time if Needed)**  **Objectives:**   1. Understand how The First Americans were founded. 2. Use of a web quest will help students understand the story of The First Americans. 3. Be able to explain the story of The First Americans and understand what happened. 4. Students will be able to broaden their internet research skills by following the web quest and also do some activities located on the site as well.   **Description:** Students will do a web quest that I will show them in class; they will do this independently when we have the chance to have access enough laptops from the laptop cart during this lesson. They will each be provided a pair of headphones so that while they read the story, they will have to opportunity to listen to key parts as well. After the students have read the story, they will have to opportunity to play different learning games that are located on the site as well. These different learning games include matching cards, jigsaw puzzles, crossword puzzles, challenge and pictures. Students will also have the opportunity to learn about different Tribes as well. Since this web quest will not take long, students will also make a timeline together as a class from what they have previously read. For review, we will go through the story together as a class and place certain years on the board and what key event happened in that year.  **List of Instructional Resources/Teaching and Learning Materials:**   * The website used for the web quest will be <http://www.ic.arizona.edu/ic/kmartin/School/index.htm> * KWL Chart on the board for the students to see. * After writing the rest of the KWL chart on the board after the web quest, also write what the students found to be interesting and what they remember from the story they had just read. * The use of a Timeline will also be displayed on the board that the students and teacher will work on together during class. * **Lesson #6: Title:** *Ancient Indians*   **Time Estimation: 1 Hour (More Time if Needed)**  **Objectives:**   1. Understand key terms that will be taught during the lesson on Ancient Indians 2. Be able to place certain terms into a story that I will provide for them to do during class 3. Enhance reading and comprehension skills by being able to read passages and understand them for further discussion in class 4. Be able to know the difference between certain terms   **Description:** During this lesson, students will have to opportunity to learn interesting information about Ancient Indians. They will learn the different cultures of the **Olmecs, Maya, Mound Builders, and Anasazi**. We will go over terms and definitions of **technology, nomads, Mound Builders, agriculture, civilization, extinct, Anasazi, classes, slaves, pueblos and** **tribes**. After we have gone over and ensured that everyone has copied the terms from the board to their notebook, I will provide the students with a passage that they will read that will have blanks for the terms we just discussed to fit in. During the time of this worksheet in class, I will help and child that needs it. After the worksheet is finished we will go over the answers and help those who did not get the answer correct. We will read the passage together after everyone has finished. After we have finished this worksheet and key terms we will then learn more about the Ancient Indians and how they made means of survival, how they made their houses. We will also compare how the Ancient Indians lived to how people live nowadays by the use of a Venn Diagram.  **List of Instructional Resources/Teaching and Learning Materials**:   * KWL Chart at the beginning of class * Venn Diagram at the end of class * Worksheet provided to students for reading and writing skills being acquired * **Lesson #7: Title:** *Indians of the Plains and Northwest Coast*   **Time Estimation:** 45 minutes-1 hour  **Objectives:**   1. Students will be able to identify differences and similarities between the Northwest Coast Indians and the Indians of the Plains and use a Venn diagram. 2. Students will develop their comparing and contrasting skills.   **Description:** Students will read a chapter in their history book on Indians in the Northwest Coast and the Indians of the Plains. The teacher discusses with the class and asks them what they read? A list is made of each group of Indians with a chart where the teacher can type up the list while it is displayed on the board/or written on the board. The students will copy this list after facts are listed about each group. After the students have this list the teacher will introduce what a Venn diagram is and how students can use a Venn diagram. Students will then take the facts that they have from each Indian group and fill in the Venn diagram. After the students individually work on the Venn diagram they will go over it as a class. Students will help other students by showing different similarities and differences from each group. Students will see fellow classmates’ different views on the Indian groups and that can help them with looking at other topics from multiple angles. This also will help students develop their comparing and contrasting skills.  **List of Instructional Resources/Teaching and Learning Materials:**  **-**http://www.eduplace.com/graphicorganizer/pdf/venn.pdf   * **Lesson #8: Title:** *The Easter Woodlands*   **Time Estimation: 45 minutes - 1hour**  **Objectives:**   1. Students will take information from a passage and comprehend the information to answer questions about the passage. 2. Students will develop and expand their comprehension skills.   **Description:** Students will read a passage on The Eastern Woodlands and discuss as a class the important points in the passage. Then the teacher can discuss and ask the class why these points are important. Eventually the teacher can help the students make a connection between the people that occupy the Eastern Woodlands and a specific group in today’s time period. The life connection is key for students to make. Students that understand connections like this are a step ahead of other students and can use that for creating stories or making predictions in their future.This is an important lesson that the teacher can show their students. History cannot be changed but humans can learn from previous groups and humans’ mistakes. History can help humans grow and become better people and ultimately make the world a better place. This small passage can be rather easy for some students and teachers might look at is as busy work but good teachers can turn this small lesson into a life lesson for students. That life lesson is to learn from previous humans’ mistakes and not make the same mistakes in the future.  **List of Instructional Resources/Teaching and Learning Materials:**  **-** Great Life Lessons for Kids. (2011)  <http://www.lifeinsurancequote.net/great-life-lessons-for-kids/> |

XI. References:

* Harcourt,. HORIZONS-United States History: Beginnings Teacher's Edition. (Vol. 2, Harcourt Inc., Ed.). Orlando, Florida: 2005.

XII. Reflection:

This Unit was based on two chapters, chapter one covering Our Country’s Geography and chapter two covering The Earliest Americans. The students did like the unit and they were very interested to learn more about our country and it’s geography along with the first Americans who were settled here and Ancient Indians. The understandings, attitudes and skills the students gained as a result of this unit was for them to be able to understand where certain parts of geography belong according to not only maps but where bodies of water reside, what certain climates are like in different parts of the country, vegetation regions and where you will be able to plant and grow crops. I feel as though students gained appreciation for what they have now and how they live these days compared to how ancient Indians and the first Americans lived. Students also gained the skills on how to expand on their learning by learning more key terms and being able to enhance their writing skills through historical facts. Students learned that not everyone always lived as easy as we do today; they realized that people in ancient times had to actually grow and hunt for their own food. They also understand that certain people have to adapt to certain climates by having different vegetation areas due to the fact that not everything will grow in certain climates. There weren’t many surprises other than the students were more interested in the topic and more eager to learn about these topics than I have seen yet this year. I learned that when you teach, nothing is set in stone and lessons can change at the drop of a hat and I also learned and feel comfortable with using lesson and unit plans as a guide so that lesson and units are planned out and go smoothly.